

Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

Remember to think TPACK.

NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).

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| Your Name | |
| What is the performance task for your unit? | Creating a Podcast |
| What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required) | Garageband, |
| Lesson # in which students will create the performance task | Final Project |

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

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| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
| Writing a Script | http://www.bbc.co.uk/writersroom/write-a-script Ten tips to writing a script. Includes short articles on each as well as a short video. | In lesson 2 students will create a storyboard for a comic. In covering storyboards scriptwriting skills will be indirectly developed. |
| Knowing characteristics of 1930s' radio broadcasts. | http://www.youtube.com/watch?v=QGio3lXvj0A A montage of radio clips from the 1930s and quick explanations of each. | In learning about Roosevelt students will be learn about "fireside chats" and listen to examples. |

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

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| Garageband | http://www.youtube.com/watch?v=w-Phtt_I8HU Video to demonstrate how to create a podcast in Garage band. | We will discuss Garageband on the day the project is introduced. Students will also be free to ask any questions regarding the software. |
| Copyright&Fair Use | http://www.youtube.com/watch?v=0Qio_H0-ok8&list=PL6FE99D4F9C54DB0E A song/music video explaining basics of copyright and fair use. | We will discuss how to properly cite works used for research, final product, etc. |

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
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| Garageband | Use previous Garageband link to discover more. | |

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
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| Export MP3 file from Garage Band | http://www.youtube.com/watch?v=-iJs-KzPuBI Quick video focusing on how to specifically export to an MP3 file. | We may discuss this earlier if the students are assigned a recorded homework assignment. |
| Using Podbean | Upon creating a podbean account students will have access to Podbean tutorials and explanations. There are no good URLs to explain new Podbean procedures. | Students will be given the option to create a podbean account to post other recorded homework assignments, reflections, blog posts, etc. We will extensively cover how to post to Podbean then. |

5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

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| Podbean | See above Podbean explanation | |